

Board of Education Agenda Item

Item: E.

Date: October 28, 2004

Topic: First Review of Additions to the Board-Approved List of Instructional Models/Programs that Include Instructional Methods to Satisfy Provisions in *Regulations Establishing Accrediting Standards for Public Schools in Virginia*

Presenter: Mrs. Maureen B. Hjar, Director of Secondary Instruction

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Origin:

 Topic presented for information only (no board action required)

 X Board review required by

 State or federal law or regulation

 X Board of Education regulation

 Other:

 Action requested at this meeting

 X Action requested at future meeting: November 17, 2004

Previous Review/Action:

 X No previous board review/action

 Previous review/action date

Background Information:

At the January 6, 2003, Board of Education meeting, revisions to the criteria for identifying and selecting models/programs that include instructional methods as provided in 8 VAC 20-131-310 B-E were approved. The revisions are based on the *No Child Left Behind Act of 2001(NCLB)* emphasis on the use of scientifically-based research as a criterion for evaluating programs, particularly those programs purchased with federal funds. The revised criteria are:

Criteria for Recommended Models/Programs

- 1. Scientifically-based evidence of effectiveness:** The effectiveness of models/programs is justified based on scientific research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge on the models/programs. The major components of the model/program include instructional methods and practices that have been verified through scientifically-based research. The research that documents improvement in student achievement has presented convincing evidence that the observed results were based on the model/program intervention. The model's/program's effectiveness in improving student achievement has been demonstrated in Virginia and is based on effective research-based strategies. Gains in student achievement on Virginia's Standards of Learning tests have been sustained over time.

2. **Implementation and capacity for technical assistance:** The model/program has explained the essential ingredients necessary to make the program fully operational, including estimates of the costs, with respect to time and money, and the requirements for implementation. The program managers have described in detail their capacity, in terms of technical assistance, to provide the staff development, consultation, and support necessary for successful implementation in a number of Virginia schools.
3. **Replicability:** The model's/program's effectiveness has been demonstrated through multiple investigations in numerous locations with low-achieving students.
4. **Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics:** The content of the model/program correlates with the Virginia Standards of Learning in English or mathematics or the model/program can be adapted to the Virginia Standards of Learning.

At the February 26, 2004, Board of Education meeting, revisions to the disclaimers for identifying and selecting models/programs that include instructional methods as provided in 8 VAC 20-131-310 B-E were approved. The revised disclaimers are:

Disclaimers:

1. Recommendation of instructional methods or models/programs with a proven track record is not intended as a guarantee that the program will be successful as implemented in a particular school. Prior to or concurrently with adopting any model/program, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional methods or models/programs that are not recommended so long as they meet the Board of Education's criteria. School divisions selecting this option must submit for approval, on forms provided by the Department of Education, documentation that the instructional methods or models/programs chosen meet the board's criteria prior to implementation.
2. Some of the instructional models/programs have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendation of a model or instructional method should not be interpreted as endorsement of the associated textbook materials. Before adopting any model/program with associated materials, the school should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the method will be used.
3. Products and services on the list may not be available in all areas of the commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Summary of Major Elements:

The Board of Education established that there would be a quarterly review of instructional models/programs to satisfy the provisions of the *Regulations Establishing Accrediting Standards for Public Schools in Virginia*. Attached is a list of proposed additional models/programs for the Board of Education's consideration.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed additions to the list of board-approved instructional models/programs.

Impact on Resources:

Adoption of instructional models/programs to meet the provisions of 8 VAC 20-131-310 B and D shall be funded by eligible local, state, and federal funds. The Department of Education reviews and evaluates instructional models/programs submitted for inclusion in the board's list. This impact can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this review and evaluation, other services may be impacted.

Timetable for Further Review/Action:

Proposed changes to the list of approved instructional models/programs will be presented for final review at the November 17, 2004, Board of Education meeting.

Proposed Additions
Virginia Board of Education Approved Models/Programs that Include Instructional Methods That Have
Proven to Be Successful with Low-Achieving Students
October 28, 2004

Mathematics

Model/Program	K - 3	4 - 8	9 - 12
Supplemental/Intervention:			
Math Buddies	X (Grade 3)	X (Grades 4-5)	

English/Reading

Model/Program	K - 3	4 - 8	9 - 12
Supplemental/Intervention:			
Mondo Publishing: Bookshop	X		

Math Buddies

IN BRIEF

Developer	Dr. Carol Rezba, Longwood University
Year Established	2001
# Schools Served	25
Level	3-5
Primary Goal	To assist students in mastering the mathematics concepts and skills related to the Virginia Standards of Learning and to increase their understanding and enjoyment of mathematics.
Main Features	<i>Math Buddies</i> trains tutors to instruct third and fifth grade students in mathematics skills and concepts related to Virginia Standards of Learning. Tutors provide instruction through “hands-on”/ “minds-on” activities involving problem solving, mathematics manipulatives, and games, and then check for understanding through a variety of SOL assessments.
Results	<i>Math Buddies</i> has consistently increased the SOL scores of students in third and fifth grade mathematics tests; effects have been even more pronounced for students in the bottom quartile.
Impact on Instruction	<i>Math Buddies</i> has prescribed curriculum that can be delivered by tutors.
Impact on Organizational Staffing	None
Impact on Schedule	Daily mathematics periods are scheduled.
Subject-Area Programs Provided by Developer	Yes, mathematics
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	None
Materials	Detailed materials are provided.

Origin/Scope

The program was initiated by Dr. Carol Rezba of Longwood University. Virginia mathematics specialists produced 20 tutoring lessons for grade 3 and for grade 5 through a grant funded by the Virginia Business Education Partnership.

General Description

Community volunteers and/or tutors instruct third and fifth grade students in mathematics skills and concepts related to the Virginia Standards of Learning. They provide instruction through “hands-on”/ “minds-on” activities involving problem solving, mathematics manipulatives (hands-on materials) and games, and then check for understanding through a variety of SOL assessments. Scripted lessons are provided for the volunteers/tutors who work with two students during each lesson. During the lesson, students use their activity books and the related mathematics manipulatives and games that are organized for each lesson in expandable file folders and stored in accessible file cabinets. An on-site *Math Buddies* coordinator maintains these materials and the assessment documentation.

Math Buddies Program Objectives

- To assist students in mastering the mathematics concepts and skills related to the Virginia Standards of Learning and to increase their understanding and enjoyment of mathematics
- To support educators in raising students' mathematics performance on the Virginia SOL tests
- To provide opportunities for volunteers to serve as tutors and role models to students
- To strengthen school/community relationships and communication

On-Site Coordinator's Role in Math Buddies

- To work with classroom teachers in the school in the identification of grade 3 and 5 students for participation in the program
- To work with the administration in recruiting volunteers/tutors from their school's partnerships and other support services
- To pair volunteers/tutors with students for tutoring, and to arrange a weekly time (during or after school) and an in-school location where the tutoring will take place
- To manage the *Math Buddies* tutorial materials, distributing them to the volunteers/tutors and students using a variety of prescribed sequences
- To maintain simple data/records tracking volunteer/tutor participation and student progress
- To provide data to stakeholders about the success of *Math Buddies*

Math Buddies Training

- A Longwood University mathematics educator will conduct workshops in which on-site coordinators and volunteers/tutors are trained to use *Math Buddies* instructional program materials and in the use of hands-on math manipulatives and games.

For more information, contact:

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Mondo Publishing: Bookshop

IN BRIEF

Developer	Mondo Publishing
Year Established	2002
# Schools Served	Several thousand elementary schools
Level	K-3
Primary Goal	<i>Bookshop</i> is based on the premise that effective teaching is structured, focused, and centered on the individual needs of the student. Each component of <i>Bookshop</i> is designed to support the five critical aspects of reading: Phonemic Awareness, Phonics, Vocabulary, Text Comprehension, and Fluency.
Main Features	<p><i>Bookshop</i> provides teachers with a framework of research-validated instructional strategies and explicit teaching focuses appropriate for each developmental stage of reading.</p> <p><i>Bookshop</i> provides teachers with manageable assessment tools and a clearly defined instructional sequence for the varied range of literacy skills within each classroom.</p> <p><i>Bookshop</i> incorporates the National Reading Panel's five aspects of reading into each of the lesson plans. Phonemic Awareness, Phonics, Vocabulary, Fluency, and Text Comprehension form the foundation of all learning within <i>Bookshop</i>.</p> <p><i>Bookshop</i> offers a range of texts and literacy materials to meet the needs and interests of students. Student books represent a wide range of genres, both fiction and nonfiction, in a range of text levels, sizes, and formats.</p>
Results	<p>BEL/Bookshop Research Project</p> <p>This evaluation study, involving both trial and control schools, was conducted over the 1998-99 and 1999-2000 school years by Dr. Angela Jaggar, School of Education, New York University and Professor Peter Hill, Center for Applied Educational Research, The University of Melbourne. The study found that BEL/Bookshop students outperformed the control group in these critical literacy skills: Benchmark Text Levels, Sounds-in Word, Letter-Sound, Print Concepts, World Test, and Oral Language.</p> <p>Independent Review of the BEL/Bookshop</p>

	<p>Research Study Senior Researcher Jon Supovitz, Center for Policy Research in Education, University of Pennsylvania, independently reviewed the BEL/Bookshop. Supovitz states that the study is “a solid piece of research that provides important evidence of the effectiveness of the program on student reading performance. Hill and Jaggar’s study shows statistically significant positive effects of BEL/Bookshop for students.”</p> <p>Standardized Reading Test Outcomes in Large, Urban Districts <i>Bookshop</i> has been used extensively in Bronx, New York, and Palm Beach County, FL, where schools achieved average yearly improvements of over 4.5 percent sustained over several years.</p>
Impact on Instruction	<i>Bookshop</i> has prescribed curriculum based on student needs.
Impact on Organizational Staffing	None
Impact on Schedule	Daily reading periods are scheduled.
Subject-Area Programs Provided by Developer	Yes, mathematics
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	Computers
Materials	Detailed materials are provided.

Origin/Scope

Bookshop is a scientifically research-based, research-validated reading program for Grades K-3. It combines high-quality student materials with explicit teacher-resource materials.

General Description

All *Bookshop* materials have been developed to support classroom teachers in achieving the mission of helping all students become successful readers and writers. *Bookshop* is based on the premise that effective teaching is structured, focused, and centered on the individual needs of the student. Each component of *Bookshop* is designed to support the five critical aspects of reading: Phonemic Awareness, Phonics, Vocabulary, Text Comprehension, and Fluency. *Bookshop*’s engaging student materials coupled with explicit and systematic teacher materials provide educators with the necessary tools to meet the literacy needs of all their students.

For more information, contact:

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